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ABSTRACT

In the wake of the 1976 violence in Soweto, South Africa, the READ project was set up by a group of private citizens who were concerned that the government's commitment to an urgent and extensive improvement of black education would not extend to school libraries. Good libraries were seen as particularly important in black schools, because high pupil-teacher ratios and the inadequate qualifications of many teachers mean that students need the required resources for individual study. READ's objectives were to improve school leavers' academic results, equip students with techniques that would aid them in their future careers, and improve teaching techniques. To this end, the program in the high schools trains teacher-librarians, provides books and catalogs, and teaches reference techniques to students. The primary schools in the READ program are limited to portable box libraries because most of the financial support for READ from business and commerce goes to the secondary schools; by law, contributions to the secondary schools are tax deductible while those to the primary schools are not. The READ program has allied itself with an adopt-a-school program that aims to improve the community's quality of life by utilizing the good will of commerce, industry, and individuals who wish to raise the level of black education. Despite successes, the READ program faces problems such as the future policy of the government toward such organizations, and the difficulties that arise when voluntary organizations rely on private contributions. (CMG)

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READ, EDUCATE AND DEVELOP -- THE READ PROJECT IN SOUTH AFRICA

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READ, EDUCATE AND DEVELOP --- THE READ PROJECT IN SOUTH AFRICA

On January 20th, 1976 a seemingly inauspicious meeting of the Meadowlands Tswana School Board was convened at the Moruto-Thuto Lower Primary School. At this meeting the circuit inspector passed on to the members the news that the Secretary for Bantu Education had decided that all direct taxes paid by black peoples of the country were being sent to the various Homelands for use for educational purposes. Furthermore, the education of all urban black children was financed by the white English-speaking and Afrikaans-speaking groups which, therefore, demanded the right to dictate the conditions under which this tuition was received. To satisfy both these sections of the white population it was thus necessary that the language medium for teaching in schools for black pupils should be divided equally between the two official languages, English and Afrikaans, each occupying half the time available. In order to achieve this desirable situation he told his audience that, in the future, social studies (history and geography) and mathematics would be taught utilising Afrikaans as the medium of instruction, whilst physical science and the remainder of the subjects would be taught in English. When the members of the board insisted that they were not opposed to the 50-50 basis of the medium of instruction but that they wanted the right to decide the language of instruction for each subject they were brusquely informed that the board should do what the department ordered. Any objections should be put in writing and submitted through him to the department. After this rejoinder he excused himself and left the meeting but when he had gone the board passed a motion unanimously that in all schools under their jurisdiction from Standards 3 to 8 tuition would be conducted in English. (1)

This particular incident was the first in a series of confrontations each of which was handled tactlessly with the result attitudes hardened amongst the black population especially the children in the schools. On May 27th the first violence occurred when Mrs. K. Tshabalala, a black teacher of Afrikaans, was stabbed with a screwdriver. Just over a fortnight later, on June 16th, Dr. Melville Edelstein and Mr. N. Esterhuizen, an official of the West Rand Administrative Board, were beaten to death by black students enraged at the death earlier in the day of Hector Petersen, a young school boy killed when police opened fire on a crowd of 10 000 students demonstrating against the use of Afrikaans as a medium of instruction. From this date rioting spread throughout the Transvaal to the black townships along the Rand and then to the University of the North whilst white students at the universities of the Witwatersrand and Natal organised protest marches. Then, on August 11th, after sporadic protests and acts of arson in the Cape Town area a large demonstration by school students in the Langa

AD 023 248

/2...

township resulted in rampaging mobs, widespread arson and violent police action. On the following day the students at the universities of the Western Cape and Cape Town organised protest marches which resulted in the arrest of several participants . By October 20th the disturbances had died down although attacks on shebeens continued unabated as did searches for liquor in vehicles entering the three black townships. At the end of this month it was reported that none of the 32 800 black pupils in the three townships of Langa, Guguletu and Nyanga was attending school. (2).

November, 1976 in Soweto was traditionally the period of school examinations especially the matriculation or university entrance examinations. Although there was a 100% abstention from these tests in Soweto and Katlehong elsewhere there was definite intimidation of schoolchildren attempting to sit the requisite papers by gangs of youths. In other areas some students answered their question papers under police protection but many others fled from South Africa and sought political asylum in neighbouring countries such as Botswana and Swaziland. December of the same year saw the eruption of the troubles in the Cape that had apparently subsided during the previous month but whereas pupils in Soweto had begun to trickle back to school the boycott in the three black townships of Cape Town was complete. In mid-January, 1977 the Soweto Students' Representative Council announced the official relaxation of the ban on taking examinations. From this time there was a slight decrease in tension both in the townships of the Rand and Cape Town, but periods of quiescence were interspersed with outbreaks of violence which flared up particularly when the decision of some black students to sit their examinations was opposed by other groups. In January, 1978 the Department of Bantu Education became the Department of Education and Training and from this time probably because the change of title appeared to indicate an alteration in attitudes by the government, the vandalism and arson subsided as attendances at the schools improved. (3).

Statistics for people killed and buildings or schools damaged are still not available for the Republic as a whole but in the Cape Town areas of black settlement there were 92 persons slain as the result of the police opening fire on demonstrators and another five were murdered by other individuals. In the Johannesburg-West Rand district 229 post-mortems were conducted upon the bodies of people killed between June 18th and August 18th, 1976, 224 of whom were black, three coloured and two white. Of those slain 210 were male and two/thirds of all deaths were from gunshot wounds the remainder having been murdered in different ways, stabbing being the most common cause of deaths. Two dozen schools had been severely damaged during the disturbances but especially significant were the figures of three dozen buildings belonging to the West Rand Administration Board and a similar number of premises selling alcohol. Funds available for this administrative unit of the government depended mainly upon the revenue engendered by the beer halls so that the destruction of both the offices and the alcohol

vending centres was an emphatic if silent demonstration of the hatred felt by the black inhabitants of Soweto. Perhaps even more significant was the fact that not one of the forty-four schools built under the auspices of the TEACH (Teach Every African CHild) programme organised by the Johannesburg evening paper "The Star" suffered any damage, not even a broken window pane. (4).

Official reaction to the prolonged disturbances was to appoint a one man commission of inquiry into the riots, Mr. Justice Cillie being selected for this purpose. In their evidence to this distinguished legal authority the South African Institute for Race Relations contended that although the immediate cause of the rioting was the authoritarian imposition of the 50-50 ruling that English and Afrikaans should be utilised as the media of instruction from Standard 5 upwards an eruption on such a scale was evidence that there was widespread dissatisfaction and discontent throughout the community as a whole. Whilst it was agreed that originally neither the Soweto leadership nor the majority of the black population of the township supported the demonstrations by the school pupils it was equally obvious that no attempts were made to intervene. In actual fact there was a silent and tacit agreement amongst the adults that grievances of the youngsters were not only legitimate but fully justified in their recognition that the many representations made by the black leadership to the authorities had been spurned. Furthermore, it was obviously believed that any type of opposition to the students in their struggles would have been interpreted as a betrayal of the interests of the black peoples of South Africa. (5).

Early in 1979 a concerned group of philantropic ladies, the Women for Peace, began visiting Soweto to see what could be done to defuse the still seething feelings of the black inhabitants. As the situation slowly returned to normal other agencies also began to operate in the township. Some members of these groups, all of which were working independently without any coordination, believed that better results would be achieved if there was some form of liaison between the different agencies. Thus, in September of the same year a public meeting was convened and a liaison committee was established. At this time Women for Peace were collecting secondhand books for distribution in the schools of Soweto to replace volumes lost during the disturbances. One of the members of the liaison committee invited Mrs. Cynthia Hugo, a qualified teacher who was then working as a school librarian to visit Soweto and observe what was being done. It was very obvious from this tour that much misguided efforts were being put into the collection of these books for none of the ladies was a librarian. Mrs Hugo was herself a member of Isongo, a catalyst group, and from her tour of these eight Soweto schools she became convinced that, however well intentioned, the supply of secondhand books to Soweto schools was treating black children as secondhand citizens.

/4...

At the time of her first visit to Soweto after the riots Cynthia Hugo was the librarian for St. John's College, Johannesburg a private school for boys. When the predicament of the black school children was discussed with the principal and staff of the school it was decided to conduct a campaign to obtain funds to supply new books for them. Originally, it was decided to draw up a list of four hundred basic books to be put into school libraries after having consulted various authorities that had worked with black people and the public libraries. By November, 1979 the required funds had been raised and it was decided to launch the campaign for additional finance by having an exhibition with the stipulated books on display. St. John's offered to train the book users so that each school that was supplied with a library would also possess a school librarian. Such was the success of the initial venture that shortly afterwards R E A D was founded. It was felt that although the government had committed itself to an urgent and extensive improvement of education in the black community the official efforts would be restricted to the building of new schools and the training and upgrading of black teachers. Such items would, of necessity, involve heavy and continuous expenditure so that few funds would be available for good school libraries. All schools for black children have high pupil-teacher ratios and many of the teachers are not adequately qualified so that much individual study is entailed and for this work to be effective school libraries are essential. South Africa is, at present, suffering from a shortage of skilled labour so that it is vital that the level of literacy be raised in order that further training is not only possible but efficiently conducted.

In April, 1981 the first training course in the use of books and libraries was conducted for black teachers who had indicated that they wished to be trained as teacher librarians, the venue being Soweto College of Education. By this time the books ordered had arrived from England so that at the completion of the course all the catalogue cards and books were sent to the selected schools all of which were secondary schools. Towards the end of the year 1980 the Soweto schools were challenged to raise R500 which R E A D promised to double. Fifty three secondary schools were actually challenged to do this and all achieved their targets.

Thus for the high schools there is a three phase programme, namely a first stage (I) of training teacher librarians and then returning them to their schools with the catalogues and the new books. Phase II is the challenge when fiction is added to the library stock, bulk buying having minimised the costs of this process. The final stage is an additional course for the teacher-librarians, an intensive one in reference techniques for pupils in Standards 8 and 9. A triple aim is pursued during this phase for the motivation is to improve the academic results of the school leavers, to equip the pupils with techniques that will aid them in their future careers and, finally, to improve the teaching techniques. All three phases have been carefully costed so that the anticipated expense of each is, respectively, I --- R3000 per school; II --- R500 contribution plus R500 R E A D

/5...

grant of R1 000 and III a total of R500.

Tremendous support was obtained from industry and commerce for the R E A D project for the Chairman's Fund of the Anglo-American Corporation not only sponsored the experiment but also guaranteed the salary of Mrs. Hugo for three years once she was appointed as the Director of the undertaking from September 1st, 1982 on a fulltime basis. A study tour of the United States for Mrs. Hugo and her field worker, Mrs. Sebolelo Mohajane, was financed by the Johnson Wax Corporation which also supplied the salary of the latter member of staff. World Books supplied a hundred sets of Childcraft and assisted in many other ways whilst Readers Digest and the Kendall Company organised social functions in Cape Town to introduce the scheme there. In Natal "The Sunday Tribune" acted as the hosts to interested parties at a lunch where the project was fully described and, in addition, the newspaper donated R10 000 to launch the fund-raising scheme in that province. This large initial donation was quickly followed by a larger one of R18 000 from Toyota and its suppliers. Another staunch supporter of Mrs. Hugo and her team has been the Shell Company which has financed all the courses held for the school teacher-librarians. (6).

Although Mrs. Hugo, an ex-primary school teacher, realised that the entire R E A D scheme should have been started in the primary schools there were official constraints upon her freedom of action because the Department of Education and Training stipulated that the project must commence in the high schools. Moreover, industry and commerce supported this directive for it was believed that the overall literacy of their employees would be improved more quickly this way. Thus, there is a great need for the education of the financial supporters of R E A D also. However, at present there is an unfortunate situation whereby donations to secondary schools are tax deductible whereas those for primary schools are not so that industry and commerce are naturally disposed to fund secondary school projects.

Once the primary school principals and teachers in Soweto became aware of these enterprises in the secondary schools they began to agitate for a comparative scheme for their sector of the educational system. In 1981 a new scheme was devised for primary schools with the design of a portable box library system. This plan consisted of supplying each class in the selected primary schools with a portable box specially designed to hold sixty books all of which had been graded to the specific standard. These volumes included a dictionary, an atlas and books for fun all of which were based upon the current syllabus for primary schools. By the middle of the year 1982 fifty four primary school libraries had been established and it was intended to have supplied sixty five high schools with similar facilities by the end of the year. The end of the same year revealed that thirteen courses for high school teacher-librarians had been conducted compared with seven for their primary school counterparts. Future plans envisage the taping of these training programmes to ensure a unform standard when the

/6...

conduct of the courses is handed over to field workers and various volunteers. Another development is anticipated eagerly for the Department of Education and Training is, at present, considering the introduction of a one-year diploma course for school-librarians. An additional improvement envisaged is the provision of a simple manual to supplement the taped audio-visual programme when it is utilised by the field workers and volunteers. Constant feedbacks are requested from the schools and according to the information received the various programmes and book lists are modified so that there is a constant up-dating of materials. With such a rapid growth in the development of the scheme it is not surprising that certain difficulties have been encountered, the main one being accommodation. Through the courtesy of the principal of St. John's College and its Council the R E A D project has operated since its inception from accommodation in the school premises which was offered rent free. Book storage is, of its very nature, demanding in the amount of space required and although every effort is made to despatch the libraries to the schools immediately they are received this is not always possible. Alternative larger premises would cost large sums of money which, in the opinion of Mrs. Hugo and most other interested parties, would be better expended on books. Perhaps the second biggest delay is in the receipt of books because many of them are ordered from the United Kingdom which entails delay, sometimes by as much as nine months. This some donors have discovered that having made grants to R E A D they cannot present the chosen school with all the books they have financed at the same time. These delays have been largely restricted to the primary schools but it would appear that such problems could be solved by the establishment of a small trust of guaranteed funds which could be utilised to order in advance of actual donations. Every since the commencement of the R E A D project the response of industry and commerce has been so generous that there would seem to be little risk involved. Financial advisers have suggested that a sum of about R20 000 would be adequate to establish this float.

Once young children have become fascinated with the new vistas opened for them by these R E A D libraries it is necessary, in the opinion of Mrs. Hugo. to motivate them and their schools further. For this purpose she has devised a series of competitions with prizes for the winning schools and pupils, all the contests being slightly harder each year. Originally, the black pupils were asked to write about the books they had read, the prizes being paid for by private sponsorship. At the end of the year a huge prize-giving function was arranged for the presentation of the awards and the tremendous attendance at this ceremony was a mute testimony to its popularity and, incidentally of the whole-hearted support of the black community. For the year 1982 the competition was the production of a book review which was introduced by the distribution of leaflets to the schools and, in addition, the arranging of explanatory seminars for inspectors, principals and teacher-librarians. (7).

/7...

Another method adopted to encourage the utilisation of school libraries has been the promotion of pilot research projects in history and the physical and biological sciences. Masters from the two private schools of St. John's and St. Stithian's have given their services free but the finance for the work was supplied by Shell. In these experiments black teachers from Soweto schools were guided by the supervising teachers but ongoing workshops were conducted at the premises of the Pace College in Soweto and St. John's so that progress could be monitored. Books for this research were provided by the Helping Hand Trust, a further example of the assistance given to the R E A D project by various philanthropic organisations. For 1983 it is intended to develop this type of research by conducting seminars that include lesson planning aimed at training the black teachers to devise their own projects in their particular subjects, following which they will be encouraged to implement and evaluate them.
Cynthia Hugo sees her main objectives for the year 1983 as being firstly the consolidation of the work that the R E A D project has been doing in Soweto. Her second goal is the development of the R E A D organisation which will entail the establishment of internal staff structures and the creation of managerial, planning, recording and control systems. Third in the list of priorities is the re-assessment of the character and direction of the whole undertaking, a task that necessitates considering major types of schemes and possibly redefining them, such items as work in the schools, adult projects and community outreach programmes being possible areas for modification. The fourth priority is the need to investigate the potentialities of specific projects, particularly those that could be self-funding, scope for such inquiries being themes such as reading competitions and a National Conference that would have a comprehensive coverage of all aspects of library and literacy work in the Republic. Finally, it will be essential to the improvement of the services offered by R E A D to establish a network of influence and information to further the aims of the organisation by promoting fund-raising activities to finance its expansion, an aim that automatically entails close contacts with the Department of Education and Training and other education authorities such as the Homeland governments, publishers and the black community together with links with various existing committees such as the Urban Foundation. (8).
Plans also exist at present for a major pilot investigation based upon a reading competition in Soweto to be conducted in six high and six primary schools. Costing has demonstrated that this probe should begin by supplying each class in the participating schools with sixty books entailing an expenditure of R180 for each set. At the commencement of the investigation each child will be given a bookmark costing 2c; then follows a graded series of awards depending upon the number of books read but culminating in either a 'T' shirt or a certificate for the pupils who read the entire sixty books comprising each library. It is intended that each school involved in this exercise should

/8...

produce an internal winner so that six high school and six primary school 'champions' could supply a fascinating quiz programme, hopefully televised, that would act as an encouragement to other black youngsters to read more or improve their existing reading capabilities. Once again careful costing has been conducted so that it is estimated that at four classes per standard and restricting the experiment to Standards 5 and 6 levels in the Soweto schools a sum of about R16 500 would be required. For attaining the final each of the twelve winners, six for each of the standards will receive a R50 bursary whilst the ultimate winners are paid R500 as prize money. If then the cost of the final function or entertainment is approximately R500 the whole experiment would cost about R19 250. (9).

Rotarians have evinced some interest in participating in some fashion in the work of R E A D and the Director, C hairman and members of the committee believe that they could make a major contribution by concentrating upon effective careers guidance. Many black school children have enrolled for totally unsuited courses because they possessed no knowledge of the possible careers open to them. To counteract this ignorance it has been suggested that a collection should be made of all available information whatever form it was in. This material should then be catalogued in pamphlet boxes and made accessible for all teacher-librarians attending a one day course on its use and adminsitration or a similar one day course for guidance teachers. It would the be necessary to prepare an audiovisual programme with a possible title of 'How to Choose your Career' using the materials supplied by the Rotarians as the basis of the programme. About six copies of this tape would be required but supporting items necessary would possibly included some lesson plans or schemes for the teachers and question sheets for the pupils. As its main contribution to this particular work R E A D would correlate all the feedbacks to ascertain the most popular careers amongst the black pupils. After the collection of the informative materials the chief function of the Rotarians would be to supply speakers to address meetings of parents, teachers and pupils. To obtain the optimum value from these meetings it was stipulated that any guest speakers should be successful examples of relatively senior status in specific occupations. Furthermore, the suggestion has been made that the various speakers should be assessed and lists made of their availability for circulation to the participating schools. An additional sphere in which the assistance of the Rotarians would be most advantageous is the arrangements of visits of senior black pupils to factories. A culmination of this activity is envisaged as a competition conducted by a Rotary/READ alliance whereby senior high school pupils would undertake research in a specific career utilising the materials supplied by the Rotarians, the winners to be awarded prizes. Once again the costing of such a project has recommended that about R50 per annum per school would cover the expenses of the scheme, the prizes and some type of recognition for those teachers who were responsible for

/9...

monitoring and administering the entire programme. (10.)

As the funds for the R E A D project poured in from various sources in manifold ways, Ford Motor Company as one good example donated a Ford Cortina Station Wagon and South African Breweries as another benefactor paid R750 000 for a thousand sets of World Book encyclopædias and R10 000 for the funding of the audio-visual programmes, it was felt that different sponsors might wish or be willing to become more closely acquainted with the schools that had received the libraries that had been paid for by their donations. A Johannesburg evening newspaper 'The Star' the originator of the idea of sponsored assistance for schools for black pupils, after some consultations with R E A D officials, announced the launching of the Adopt-a-School project. Aims of the new project were to attempt to improve the quality of life of the community by utilising the goodwill of commerce, industry and the private individual to raise the level of education, the standards of teaching and the standards of the facilities in schools for black pupils. Socially it was believed that the programme could also be of considerable use in South Africa because it would encourage the different ethnic groups to aid each other. As 'The Star' had already designated Cynthia Hugo its unsung heroine for 1981, an honour that entailed the presentation of an award, it was hardly surprising when it was announced that she would be the Director of this new project in the black community where her acceptance would obviously be a great asset to the work as was indeed the reputation of the newspaper for the success of its nationally famous TEACH scheme. (11). Once again the main part of the organisation and administration of this scheme will fall on the staff of R E A D who have started a Cardex system by which a catalogue of the schools adopted and the methods by which the 'parent' firms or individuals have assisted them. By this data bank confusion will be avoided and, in addition, ideas about the methods of aiding the schools can be exchanged and stimulated. A target of one thousand adoptions has been set for the year 1983 but it is anticipated that all these voluntary efforts will be moving towards a peak in 1984 when it is hoped there will be the Year of Reading and Literacy.

One of the first adoptions was that of the Madibane Secondary School in Soweto by Union Carbide the initial interest being invoked by the presentation by the firm of R1 000 for a R E A D library. Two representatives of the firm subsequently met with the governing body, staff and principal of the school to establish priorities. Consequent upon this consultation the Union C arbide Company financed the electrification of the school, the tarmac covering of the assembly area, the clearance of the grounds and the planting of grass in cooperation with the Department of Education and Training. Other improvements effected were the provision of a new gate with the name of the school attached and the stated intention to renovate the tennis courts and improve the toilet accommodation (12).

/10...

Yet another very interesting but hardly surprising development has been the intervention of Otis Elevators Limited in the R E A D project. The Soweto riots had resulted in the provision of three new technical high schools in Soweto, all of which were well equipped with tools and machinery. Technical education was, of course, an aspect of education that concerned Otis Elevators so the firm decided to donate R32 000 to R E A D for the supply of, firstly, libraries for these schools and then in 1981 another R17 000 for technical books for these basic libraries. For the year 1982 the company aimed to supply every high school in Soweto with a selection of technical books chosen by suitably qualified individuals from the book lists of international publishers. (13).

Thus the year of 1983 begins with the R E A D organisation apparently poised to make greater advances in the provision of good libraries and facilities in Soweto schools. However, there are many difficulties to be surmounted for the organisation now supplies four types of libraries, namely high school, rural box, adult and primary school boxes. Of these any grants to the first three earn tax deductions but the primary school box libraries, surely the most important, are not eligible for this concession so potential donors are discouraged from investing in this sector of education. It would thus seem that some form of pressure should be exerted upon the government, possibly through the Department of Education and Training, for amendments to the tax regulations. Reading is best appreciated under ideal lighting conditions and although there is, at present, a major electrification programme nearing completion in Soweto many houses and schools there are still without electricity although there are two television channels for black viewers. Once the Soweto scheme is completed it would be beneficial for the black community if R E A D could be allocated some time for educational programmes. Thirdly, whilst it is undoubtedly important that all volunatry efforts to improve the education of the black peoples of the Republic should be coordinated to secure the maximum benefit for them it is highly dubious whether an 'umbrella' organisation is the best method of achieving this goal. Liaison committees would seem to be the most efficient way of establishing this concord. As an example R E A D furnishes adult libraries in high schools for students intending to study for Standard 8 examination, matriculation and degrees at the University of South Africa (U N I S A). However, there is no mention in either the reports of the chairman or Director of R E A D of any cooperation with the Bureau of Literacy and Literature whose Educational Director, Sheila Frew, is a qualified primary school teacher intimately concerned in adult education for black workers. Both of these ladies are experienced teachers with an intelligent appreciation of the educational problems faced by their own organisations. The committees of R E A D and the B L L would, undoubtedly, benefit from the inclusion amongst their membership of the Directors of the other ventures. Too many committees today comprise many individuals whose commitment

/11...

is unquestioned and without whose devotion many philanthropic agencies would be unable to operate but there is a great need for more experienced people on these panels so that matters of policy are discussed and amended according to informed opinion. Obviously black teachers know what is suitable for black schools so they must be represented but there is an additional need for experience from industry, commerce and other forms of education and educational research elsewhere to be able to influence decisions made. Most persons active in these various fields have limited free time available so that very few of these committees can incorporate all desirable members. Yet the story of literacy campaigns in South Africa is one of sporadic, uncoordinated efforts although improvements appear to be imminent. Liaison between groups pursuing identical interests is therefore crucial to conducting social and educational work amongst the black peoples. Moreover, there is no doubt that industry and commerce have been most generous in their financial support for various campaigns but in a capitalist system they look for some tangible results. If there is no evidence of these then future support of desirable investigations might well be less wholehearted. Already the Urban Foundation has signified that it will not finance any more school projects so that may, perhaps, be an indication of a possible future trend if substantial results are not forthcoming from existing programmes amongst the black working force, present and future.

Nevertheless, the real superb work of R E A D has undoubtedly been the field testing of library books amongst black pupils. It is all very well certain individuals pontificating about what black children should read when what is essential is what they want to read. Any books that have been successful in England or elsewhere that have been included in the R E A D libraries and which have, subsequently, been proved unpopular with black children have been withdrawn from the lists of approved books published periodically by R E A D. This, in the present up-to-date lists there is invaluable guidance for teachers seeking to obtain knowledge of the reading preferences of black children in South Africa --- and perhaps elsewhere.

It is in the context of the R E A D project pertinent to attempt to analyse the factors that are conducive to the success of such an undertaking. Firstly, there would appear to be a necessity for a charismatic driving force at the head of the organisation. Secondly, the whole-hearted support of the recipients of the benefits deriving from the activities of the various agencies is essential to the success of such endeavours. Thirdly, should these activities be conducted amongst an under-privileged group then the prospects of a resounding achievement are greatly enhanced.

Another area for pertinent analysis is that of government policy towards such organisations such as R E A D. One question that must be asked is why there is not official encouragement for financial assistance given to primary schools by tax incentives? An answer may be given by another question which is to inquire whether the costs of increased State expenditure on secondary education

/12...

for black pupils, after years of neglect, are so great that any extra funds must be encouraged to be devoted to the secondary sector of schooling? As the Soweto riots were directly attributable to the intransigence of certain officials and their rigid implementation of government policies whilst the more enlightened approach subsequent to the disturbances was that of another newly appointed individual without any alteration or amendments of regulations or laws it is essential to ask to what extent such policies are dependent upon certain individuals. A final question to be raised about government policy is what will happen when altruistic capitalism withdraws its financial assistance from such projects as R E A D. After all the 'fruits' of educational programmes are not always obvious to the donors even though they may be deeply rooted in the recipients. So, what is going to be the form of government policy towards the urban black peoples during the next decade?

A third area for analysis is concerned with the problems of voluntary organisations where there is always an inherent danger of resources being stretched to and beyond the limit. The consequence is that the quality of the services rendered diminishes and the work begins to lose its focus with the result that the impact of the whole programme is lessened. There are signs that R E A D is disseminating its energies away from the provision of school libraries into other projects and even other provinces and these extensions of its work could be the means of reducing its efficiency.

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